

Les Beaucamps High School SEND & Inclusion Policy

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Introduction

At Les Beaucamps High School we want to create an environment that is **safe**, where everyone feels **respected** and where learners come to each lesson **ready** to learn. Les Beaucamps High School values the contribution that every child and young person makes and we welcome diversity. The school seeks to raise the achievement of all, remove barriers to learning and increase access for all. All children and young people with SEND and/or disability are valued, respected and equal members of the school. As such, provision for learners with SEND is a matter for the **whole school**. All teachers are teachers of learners with SEND. However, we believe that learners with special needs may, at times, require extra resources if they are to achieve their potential

Our school values are Community, Courage, Compassion and Curiosity. These core values guide all our policies and are an essential aspect of this policy. If all our staff and learners embody these values and act in accordance with them, then this will have a significant impact on the inclusive culture within Les Beaucamps. We therefore spend a great deal of time discussing these values and reinforcing at every opportunity throughout the school day.

In 2018, Les Beaucamps High became a rights respecting school and have achieved the Silver Award. Our aim is to embed the RRS values outlined by UNICEF into daily school life and give our children the best chance to lead happy, healthy lives and to be responsible, active citizens. The RRS values also play an important part in developing an inclusive culture within our school. This policy is written with the rights respecting articles in mind.

SEND

Ofsted's Special Education needs and disability review (2010) found that:

- As many as half of all learners identified for School Action would not be identified as having special educational needs if schools focused on improving teaching and learning for all, with individual goals for improvement.
- Learners were underachieving sometimes simply because the expectations of learners were too low

SEN code of practice: 0-25 years (2014) states the following:

- Teachers are responsible and accountable for the progress and development of the learners in their class, even where learners access support from teaching assistants or specialist staff
- Teachers should set high expectations for every learner and aim to teach them the full curriculum, whatever their prior attainment
- High quality teaching, differentiated for individual learners, is the first step in responding to learners who have or may have SEND.
- The identification of SEND should be built into the overall approach to monitoring the progress and development of all learners

It is evident from this information that the key to successful inclusion is improving teaching and learning for all learners (Universal Provision). Wherever possible learners need to attend their lessons and this enables the teacher to take responsibility and be accountable for their learning and progress.

Objectives

- To identify those learners who have learning requirements which are significantly different from those of the large majority
- To ensure that the needs of learners with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that learners with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that is differentiated to meet their needs. They will also have access to a range of extra-curricular opportunities within the school and wider community.
- To take the views, wishes and feelings of the learner into account, and involve them as fully as possible in decision making about their education.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To liaise with external agencies to provide support for those learners who have difficulties that are severe and complex.
- To promote independence by teaching learners skills and strategies related to their area of difficulty.
- To be ambitious and have aspirations for learners with SEND by developing their confidence, self-esteem and setting challenging targets for improvements.
- To maintain the flow of information between the Inclusion/SEND department, teaching staff, parents and outside agencies, where appropriate.

Implementation

The aim of this policy is to improve the outcome for every child with SEND. This will be achieved by these (specific) actions:

- Making SEND provision an integral part of school improvement plan.
- Enabling identified learners with SEND to reach their full potential.
- Enabling successful transition of SEND learners from their previous educational establishment and beyond their life at Les Beaucamps.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of learners with SEND.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing is in place for those with SEND.

Roles and Responsibilities

The following staff have key responsibilities for SEND & Inclusion:

The Special Educational Needs Coordinator (SENCO)

Learners

- Using baseline data to identify and monitor all learners with SEND.
- Informing teaching staff of learners with SEND and the provision needed.

- Responsible for the school provision map and ensure it is updated accurately by all staff (Provision Map software)
- Ensuring the correct provision is in place for all learners with SEND.
- Monitoring, evaluating and reviewing the curriculum that is in place for all learners with SEND.
- Ensuring that access arrangements are in place, when required, for external examinations.
- Coordinating smooth transition from feeder schools, and to higher education establishments – attending and organising meetings where appropriate.
- Conducting Annual Reviews and monitoring the progress of learners with a Statement of Need/Determination.
- Attend and lead team around the child meetings
- Liaising with parents of learners with SEND through parents' evenings and interim meetings where appropriate.
- To liaise with outside agencies and support services where necessary.
- Lead the whole school wave approach to universal provision, support and intervention.

Staff

- Liaising and collaborating with Senior Leadership team, Inclusion Manager, Key Stage Leader and Subject Leaders.
- Acting upon 'referrals' from staff.
- Line manage and timetable one learning mentor and all LSAs (not in the HIVE)
- Arranging and delivering appropriate whole school CPD on SEND.

Inclusion Manager

Learners

- In conjunction with the SENCO identify those learners who may need to access the HIVE (inclusion base) provision.
- Lead the Hive and ensure those accessing the Hive are supported accordingly.
- Monitoring, evaluating and reviewing the teaching and learning and support provided to those in the Hive.
- Liaise and meet with parents of learners who are accessing the Hive.
- Attend and lead team around the child meetings for those accessing Hive support.
- Ensure all those accessing the Hive are allocated a key adult/mentor and have a learner passport.
- Update the school provision map with details of those learners that are part of the HIVE.
- Liaise with outside agencies and support services with those who are allocated to the HIVE.
- Act as Deputy School Child Protection Officer (SCPO).

Staff

- Liaise with the SENCO regularly to ensure that key information is communicated and SEND learners are supported within the Hive.
- Support the SENCO with completing reviews for learners who are supported within the Hive.
- Share information and learner Passports with subject teachers for those learners who are regularly accessing the Hive

Subject Teachers

- Meeting the individual needs of the learners in their classes, by regularly checking and acting upon information provided by the Inclusion Team.
- Ensuring that schemes of work are appropriate for the needs of all learners that they teach.
- Using differentiation appropriately in all lessons, following advice from learning plans and passports.
- Setting achievable, but aspirational, targets for individual learners and evaluating the success of these targets.
- Providing information to SENCO where necessary to support with reviews.
- Referring learners who are having difficulties to the SENCO (Referral Form in Appendix 2)
- Attending training sessions provided by the SENCO.
- Using Teaching Assistants/LSAs available in lessons appropriately and liaising with them to help support individual learners appropriately.

Assistant Head – Inclusion

- School Child Protection Officer
- Monitor evaluate and review the education provision for all learners registered as CIN, CP or LAC.
- Liaise with outside agencies and support services in relation to learners registered as CIN, CP or LAC.
- Communicate information to the SENCO, Inclusion Manager and Subject Teacher in regards to those learners registered as CIN, CP or LAC.
- Lead the Alternative Provision

Identification, Assessment, Provision and Review

Where a learner is identified with SEND, Les Beaucamps will take action to remove barriers to achievement and put effective SEND provision in place (Identification and Support Flow Chart can be found in appendix 1). At Les Beaucamps we have a three tiered, **graduated approach** to supporting children with learning needs. The graduated approach at each tier involves:

Assess - We carry out baseline testing with all learners on entry to the school and assess each learner's current skills and levels of attainment. Those who fail to meet age-appropriate scores will have further individual assessments. The SENCO and subject teachers make regular assessments of progress for all learners. These seek to identify learners making less than expected progress related to age and individual circumstance.

In our attempts to understand the learning needs of learners, we apply the four broad categories of need as set out in the SEND Code of Practice 0 – 25 (2014):

- Communication and Interaction - Refers to those children who experience difficulty with speech, language and communication.
- Cognition and Learning – Refers to those children who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes children with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.
- Social, Emotional and Mental Health – This can manifest itself in a variety of ways. Children who are withdrawn or display challenging behaviour, such as being disruptive or self-harming. Children who have difficulty paying attention, or forming attachments with adults also fall into this category.

- Sensory and / or Physical Needs - Refer to those children who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available

Plan - Once a learner has been identified as requiring additional support, parents/carers will be formally notified of the intervention and support in place. Parents/carers will also be notified of a young person being placed or removed from the SEND register at SEND Support.

Do - All teachers are teachers of SEND and therefore will remain responsible for working with learners on a daily basis, with support and advice from the SENCO and Inclusion Team. In addition, the SENCO will provide in-class support where required, through the deployment of Teaching Assistants, additional lessons and small group interventions in a variety of skills and subjects.

Review - The effectiveness of support and intervention is reviewed throughout the year. At the end of each intervention impact will be measured through academic progress, attendance and parental, learner and staff feedback. Where a learner continues to make less than expected progress, despite evidence based support, the school will consider involving specialist agencies. Permission from parents/carers will be sought before any specialists are contacted. If a child is on the SEND register, parents/carers will have the opportunity for direct contact related to their son/daughter's progress at least three times per year. This contact can include; opportunities to meet with the SENCO at the annual parents' evening, official letters, feedback related to SEND targets, annual reports, learning assessments, phone calls home and individual meetings where requested. If at any time a parent has concerns about their child, the SENCO would welcome a phone call to discuss this further.

Waves of Intervention (Appendix 3)

Wave 1 – Universal Provision Universal Support. It is our firm belief that learners' needs are best met in the classroom and therefore, every teacher is responsible and accountable for the progress and development of all the learners they teach, including those with SEND. At this universal level, we train our teachers to deliver high quality teaching, differentiated for individual learners. Details of what is included within our universal provision can be found in Appendix 3.

Wave 2 – Targeted intervention and support for some learners. These are additional interventions to enable children to work at age related expectations and above. We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a learner's learning, or to help them catch up when analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, limited to a number of weeks to minimise disruption to the regular curriculum.

Wave 3 – Specialist support for a few learners. These are additional and highly personalised interventions. We provide specialist support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the school. This may include assessment and / or support from:

- Education Psychology Service (EPS)
- Le Voies Outreach
- Youth Commission
- Action for Children
- Sunflower Trust
- CIAS
- EAL Services

- CAMHS
- Reparative Care

Recording SEND

We are required by Education Services to keep a record of those learners who have been identified as having SEND, and the provision we make for such learners. For each learner with SEND, the SENCO will record on SIMS their broad area/s of need as listed on page 5, as well as a description of any specific areas of need. These details will then be recorded on the Les Beaucamps SEND register. Records of interventions and support are kept in the academy Provision Map software. When the learner no longer requires the additional provision/support, in consultation with parents, the entry will be deleted from the SEND register and provision will be entered in Provision Maps.

Formal Assessment - Determination and Summary of Need

Formal Assessment is the process that enables the views of all those working with a learner, including parents, to contribute to the identification of the learner's special educational needs. A formal assessment can be requested when it is felt that additional resources beyond those provided at School Action Plus are required to meet a learner's special educational needs. An Educational Psychologist (EP) will already be involved and part of the discussion. A Formal Assessment is essential where consideration is being given to placement in a special school (i.e. Le Rondin, Le Murier or Les Voies Schools) or to an off Island placement. Where a change of placement is to be made, clear responsibilities for the transition programme are included.

A Summary of Needs will be agreed and a Determination may be drawn up stating the specialist provision that is required to meet those needs. Where there is no change of placement, a summary of the recommendations for educational provision will accompany the Summary of Needs. The SENCO and EP will meet annually to review these needs and ensure that everything is being done to meet them.

Learning Plans

Learning plans are used to support and provide guidance to teachers in helping them meet the needs of learners with SEND. We have three types of learning plan at Les Beaucamps:

- Individual Learning Plan (ILP) – A target orientated plan that is written with the learner and their parents/carers. This plan has clear actions and targets that are reviewed regularly. These plans are shared with all of the learner's teachers.
- Behaviour Support Plan - A target orientated plan that focuses on improving the learner's behaviour. This plan is normally led by the Key Stage Leader with the SENCO supporting.
- Gender Support Plan – This plan is complete in order to create shared understandings of how the learner's authentic gender will be accounted for and supported at school. School staff, parents/carers and the learner will work together to develop the plan.

The SENCO is responsible for all learning plans and the quality assurance of these. However, they may ask other members of staff to contribute and lead these plans, as they may be better placed to do so. All learning plans are written and distributed using the software – Provision Maps.

Inclusion Room - HIVE

At Les Beaucamps we have an Inclusion Room (HIVE) that is led by the Inclusion Manager and staffed by LSAs. The HIVE is used by learners for the following reasons:

- A learner is unable to attend a class or classes due to social, emotional or behavioural reasons.
- To provide specialist support/intervention (literacy, numeracy, handwriting, resilience etc.)
- During break or lunch for social and emotional reasons.

The use of the Hive is only granted through a referral that is agreed by Heads of Key Stage, SENCO, Inclusion Manager and AHT for Inclusion. Learners are provided with clear targets, which are reviewed on a regular basis. Once these targets are met their use of the Hive is reassessed and they may return to their classes. The Hive's aim is to repair, support and then return learners back to lessons. Learners are not able to self-refer and staff may not SEND a learner to the Hive. If staff need support with a learner then they should contact the on-call Senior leader.

Transition

All learners receive a comprehensive transition programme. However, SEND learners receive additional transition and support prior to moving to Les Beaucamps. These additional transition packages are tailored depending on the needs of the learner. Our SENCO meets with the inclusion leads at our feeder primary schools to discuss any learners that require additional support and what this should entail. SEND learners leaving Les Beaucamps at 16 also receive additional support to help aid them in their transition to post 16 education.

Exam Access Arrangements

Access arrangements are agreed for individuals before official assessments take place. They allow learners with special educational needs, disabilities and temporary injuries to:

- Access assessments,
- Show what they know and can do without changing the demands of the assessment.

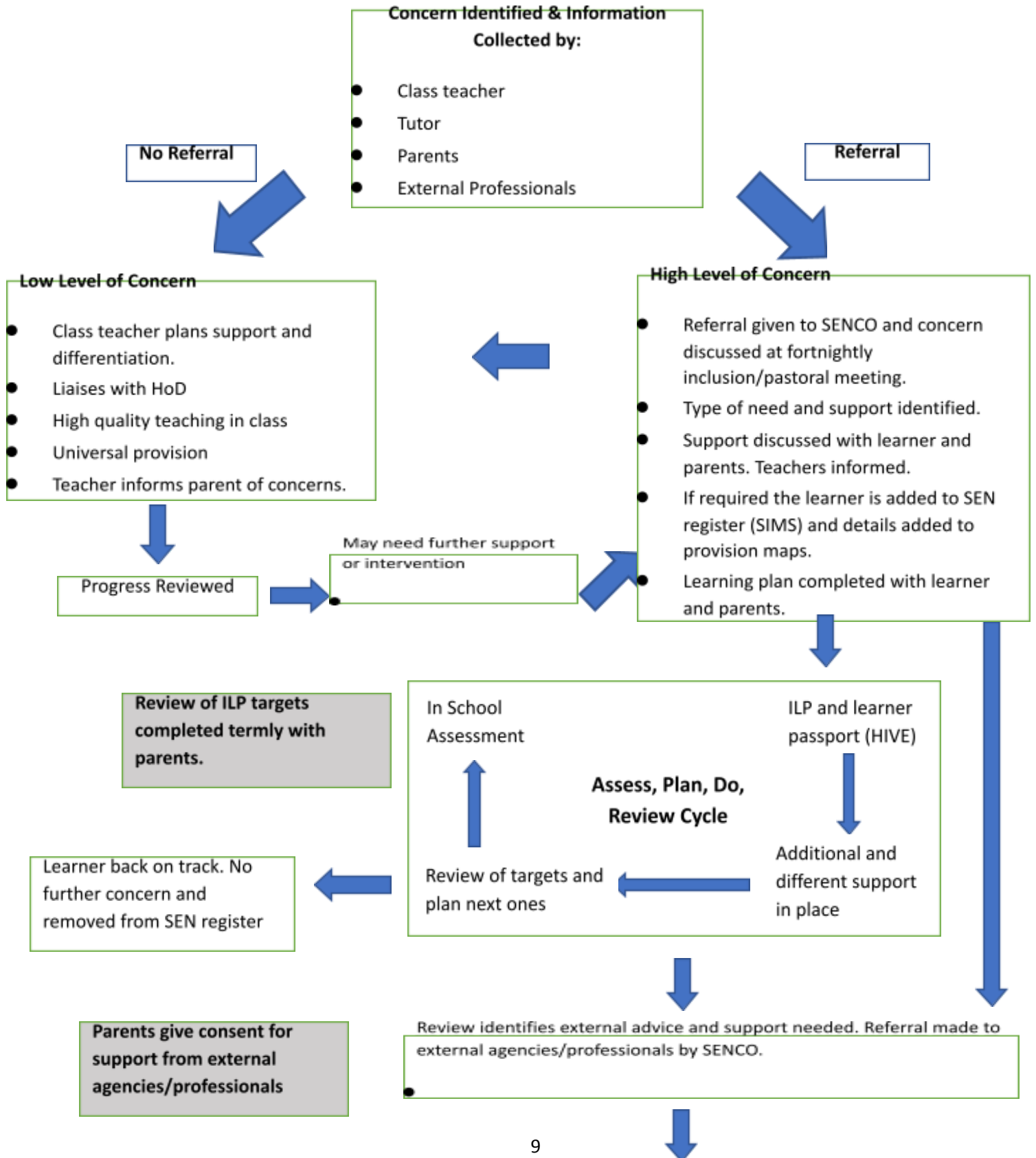
Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'. The SENCO and Exams Officer use key diagnostic testing and history of need to apply to awarding bodies to enable individuals' access arrangements for external exams. All exam access arrangements follow the JCQ regulations and are applied for in conjunction with Access Arrangements Online. The SENCO with support from all teaching staff will determine and implement appropriate access arrangements at Les Beaucamps.

Uniform Allowance

At Les Beaucamps High School we have a number of learners who are in receipt of Uniform Allowance. The Uniform Allowance/Grant is a means tested benefit, issued annually, intended to assist parents/carers in providing a basic school uniform for their children. There are also some learners who are not registered as receiving UA but still experience financial hardship. Our aim is to ensure that no learner is disadvantaged due to their family's financial status and they must be able to access all aspects of the school curriculum. We have a hardship fund that is available for all staff to access in order to support and prevent learners from being disadvantaged. In order to access these finances a referral is made to the Assistant Head (Inclusion).

Appendix 1

Identification, Referral Process and Support for SEND Learners at LBHS





Additional and different support from school and external agencies is still not enabling the learners needs to be met. Request is made to the

SEND Referral

Learner Name:	Tutor Group:
Referred by:	Date:

High level of concern. Support requested because I believe the learner has the following need:

Cognition & Learning	Communication & Interaction	Sensory & Physical	Social/Emotional/ Behavioural
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Overview of concern:	
What teaching strategies (Wave 1) have been put in place, how long for and what were the outcomes?	
Discussion with parents, tutor, HOD or HOKS and outcomes:	
Desired outcome (What would you like to see as an outcome of this referral?)	

Actions to be taken: (to be completed by SENCO)	
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Appendix 3

**Graduated Approach
Waves of Intervention**

Area of Need	Wave 1 – Universal Provision Inclusive Strategies for ALL learners at LBHS	Wave 2 – In addition to Universal Provision	Wave 3 – In addition to Wave 1 and 2, specialist support
<p>Cognition & Learning</p>	<ul style="list-style-type: none"> ● High quality teaching and graduated approach throughout school. ● Differentiated curriculum planning, activities, delivery & outcomes. ● Learning objectives and success criteria clearly communicated. ● Use of ICT: whiteboards, laptops, ELMO ● Use of mini-whiteboards in subjects such as maths ● In-class LSA support within class teaching (deployed with a priority in lower ability classes in English, Maths and Science). ● Pre-teaching of vocabulary and concepts ● Access to homework in Classcharts ● Attainment and progress – All subjects pathway progress reporting. ● Attainment and Progress – NGRT – English, Maths and Science. Reading age. ● 	<ul style="list-style-type: none"> · In-class additional Teaching Assistant support (small group or individual). · Materials in classrooms for Learners with Specific Learning Difficulties (SpLD). · Staff trained to support learners with SpLD, including training in Dyslexia. · Targets set for interventions and outcomes agreed shared with teachers and teaching assistant providing intervention. · Targets shared with learners and parents. · Impact of intervention measured. 	<ul style="list-style-type: none"> ● Learner placed on the SEND Register. ● Parents informed of continual needs and next steps for support. ● Assessments, advice and recommendations from outside agencies. ● Advice and support from the class teacher from the SENCO and teaching assistants ● Individual ILPS written with SMART targets. ● Learner Passport for those in the HIVE. ● Specialist teaching assistant interventions (one-to-one or small group support). ● Review of provision with parents, class teacher, SENCO and involved agencies at least termly. ● One-to-one provision by teaching assistants for learners who have this written within their determination. ● Annual review for learners with Summary of needs/determination. ● Views of families and learner reflected in IEP's and learner passports (HIVE).

<p>Communication & Interaction</p>	<ul style="list-style-type: none"> ● Differentiated curriculum planning, activities, delivery & outcomes e.g. simplified language, key words. ● Structured school and class routines. ● Seating plans. ● 'No hands up' approach to answering questions. ● Staff trained to implement strategies and support learners on the autism spectrum. ● Elklan trained staff – Core HoDs trained and disseminate key information to their teams. 	<p>Visual timetables – Classcharts</p> <ul style="list-style-type: none"> · Interventions to support social engagement and communication. 	<ul style="list-style-type: none"> ● Involvement of outside agencies: States of Guernsey speech & language specialists. Advising SENCO and teaching staff in how to support individual learners. ● Speech & Language sessions and interventions with learner, provided by States of Guernsey Speech & Language specialist.
<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> ● Consistent, behaviour policy based on rights, rules, responsibilities and making good choices. ● Whole school rules, rewards and consequences: clear sanctions and 5 levels of rewards. ● Clear, consistent whole school expectations and aspirations. ● Parents receive up to date details on behaviour via Classcharts. ● Attendance monitoring. ● Homework planner on Classcharts. ● Time out classroom to reflect on behaviour. ● Whole school CPD programmes including training to support successful social, mental and emotional learner development. ● Pastoral support for all and on site Mental Health and well-being specialist available for all through referral. 	<ul style="list-style-type: none"> ● Small group intervention programmes to support learners in developing self-regulation/self management skills. ● Individual rewards charts/reports/. ● Monitoring by form tutor – tutor/ HoKS Reports – Classcharts. ● Time out cards. ● Peer mentoring. 	<ul style="list-style-type: none"> ● Behaviour support plans – led by Key Stage Leaders with SENCO input. ● Mentoring and support provided by HIVE LSAs. ● Le Voies Outreach Support ● Educational Psychologist assessment, advice and recommendations. ● Child and Mental Health Service (CAMHS)-assessment, advice and recommendations. ● Referrals made to MASH. ● Referrals to School Attendance Service. ● Alternative provision intervention in place for learners at risk in year 11. ● Other external agencies.
<p>Sensory/Physical/Medical</p>	<ul style="list-style-type: none"> ● Staff are aware of needs/ impairment/ disability/ medication of emergency treatment or procedures. Communication to all key staff and office staff. ● Favourable seating plans identified by staff. 	<ul style="list-style-type: none"> ● Staff follow recommendations from medical team specialists. ● Use pencils, pencil grips, laptops, writing slopes 	<ul style="list-style-type: none"> ● Involvement of outside services for advice and recommendations: school nurse, GP, Paediatrician, occupational therapist, hearing visual impairment team etc.

	<ul style="list-style-type: none"> ● Learners made aware of safety measures in Science labs/Technology rooms. ● Whole staff training for emergency training e.g. EpiPen use. ● Appropriately trained staff e.g. First Aiders. ● Administration of medicines/ procedures. E.g. consent forms filled in by parents. ● Lift passes. ● Risk-assessments completed as appropriate e.g. off-site visits. 		<ul style="list-style-type: none"> ● Access arrangements for examinations applied e.g. scribe.
Transition	<ul style="list-style-type: none"> ● Open evening for prospective parents. ● Information evening in July for new parents. ● Two transition visits at the end of summer term for all learners moving to LBHS. ● Visits to feeder primary schools staff from feeder High School. ● Exchange of data with primary schools. 	<ul style="list-style-type: none"> ● Additional visits to school on request. ● Vulnerable learner visits. ● Support to parents in liaising with High School to discuss concerns and provision. ● Exchange of SEND data. ● Meetings with SENCO and other teachers to discuss vulnerable learners. ● Part of TAC meetings during the summer term for those about to transfer. 	<ul style="list-style-type: none"> ● Further and more frequent visits for those most in need. Professional services may support with these.

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